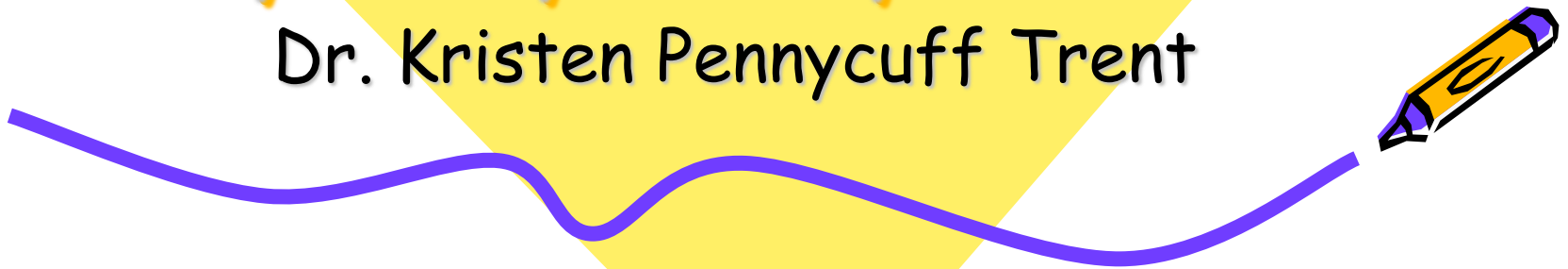


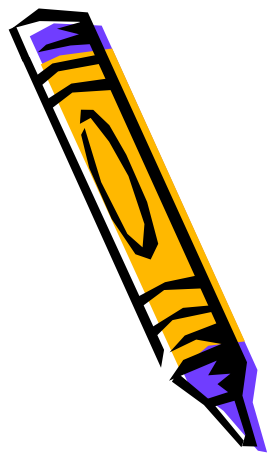
# A Framework for Understanding Poverty by Ruby K. Payne, PhD

Dr. Kristen Pennycuff Trent



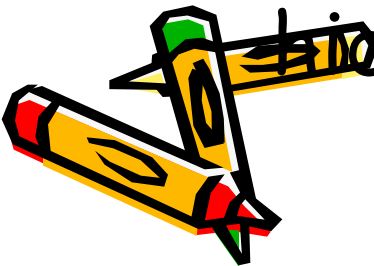
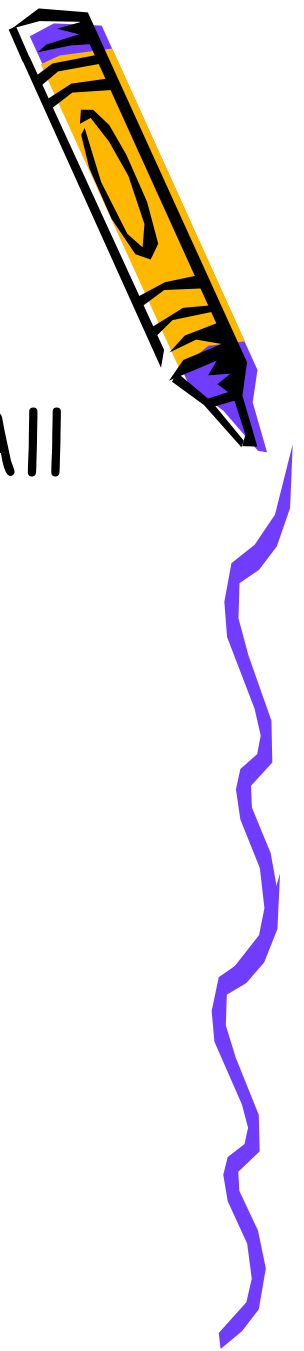
# Key Points to Remember

1. Poverty is relative.
2. Poverty occurs in all races and in all countries.
3. Economic class is a continuous line, not a clear cut distinction.
4. Generational poverty and situational poverty are different.

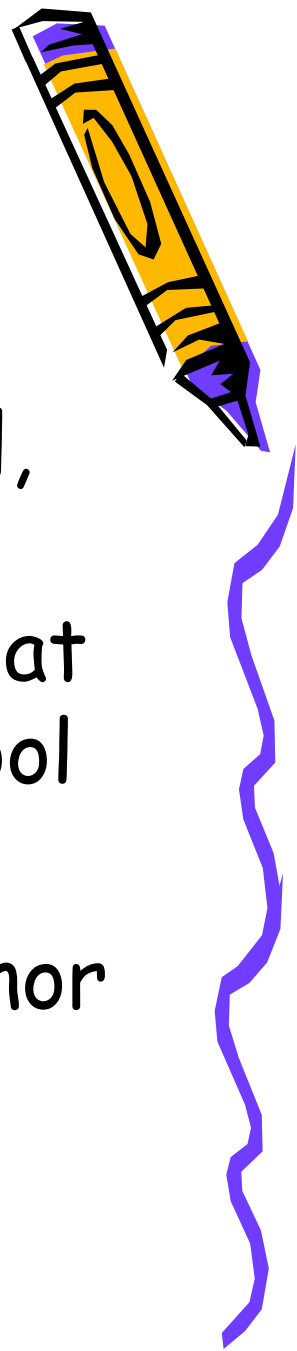


# Key Points to Remember

5. This work is based on patterns. All patterns have exceptions.
6. An individual brings with him/her the hidden rules of the class in which he/she was raised.
7. Schools and businesses operate from middle-class norms and use hidden rules of the middle class.



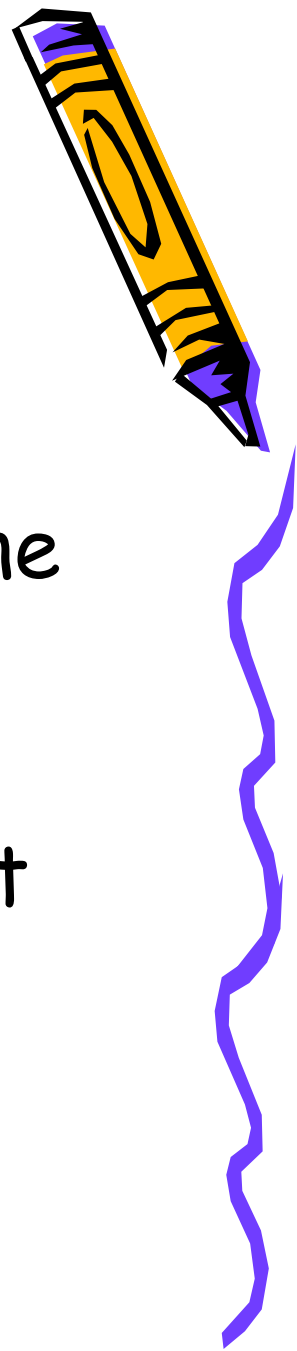
# Key Points to Remember



8. For our students to be successful, we must understand their hidden rules and teach them the rules that will make them successful at school and at work.
9. We can neither excuse students nor scold them.



# Key Points to Remember



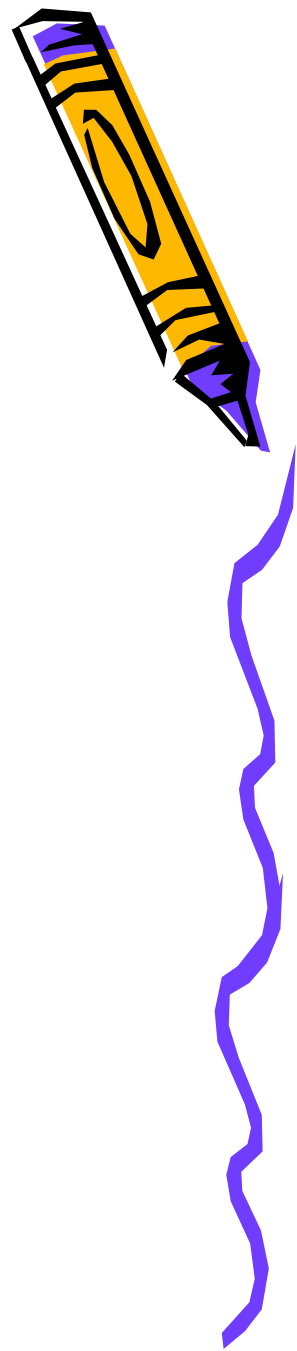
10. To move from poverty to middle class or middle class to wealth, one must give up relationships for achievement.
11. Two things that help one move out of poverty are education and relationships.



# Key Points to Remember

12. Four reasons one leaves poverty are

- It's too painful to stay
- A vision or a goal
- A key relationship, or
- A special talent or skill.



# Poverty Statistics

- In the US in 2006 the poverty rate was
  - 12.3% for all individuals
  - 17.4% for children under the age of 18
  - 20.4% for children under the age of 5
    - (US Census Bureau, 2007)



# Poverty Statistics



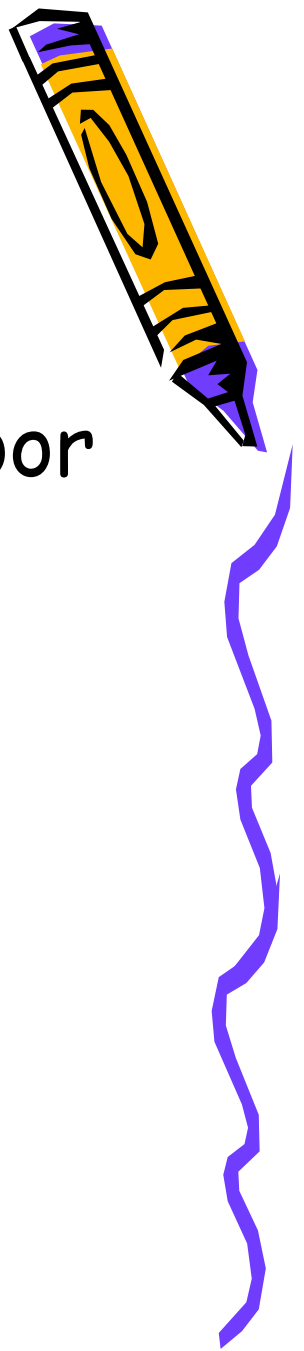
- The foreign born population of the US has increased 57% since 1990 to a total of 30 million.
- In 2000, one out of every 5 children under the age of 18 in the US was estimated to have a foreign born parent.
- Immigrant children are twice as likely to be poor than native children.
- Among children whose parents work full time, immigrant children are at greater risk of living in poverty than native born children.
  - (National Center for Children in Poverty, 2002)





# Poverty Statistics

- Regardless of race or ethnicity, poor children are much more likely than non-poor children
    - to suffer developmental delay and damage,
    - to drop out of high school, and
    - to give birth during their teen years.
- (Miranda, 1991)



# Poverty Statistics

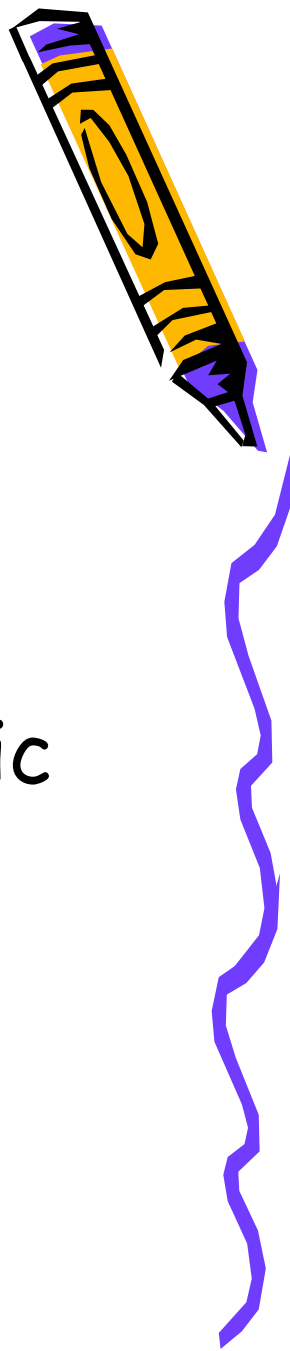


- Poverty prone children are more likely to be in single parent families.
  - (Einbinder, 1993)
- Median female wages in the US, *at all levels of educational attainment*, are 30-50% lower than male wages at the same level of educational attainment.
  - (TSII Manual, 1995, based on US Census Data, 1993)



# Poverty Statistics

- Poor inner city youths are SEVEN times more likely to be victims of child abuse or neglect than are children of high social and economic status.
  - (Renchler, 1993)



# Poverty Statistics

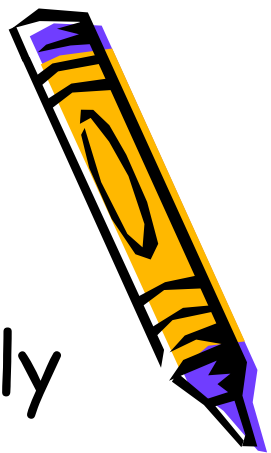
- Poverty is caused by interrelated factors:
  - Parental employment status and earnings
  - Family structure
  - Parental education
    - (Five Million Children, 1992)



# Poverty Statistics

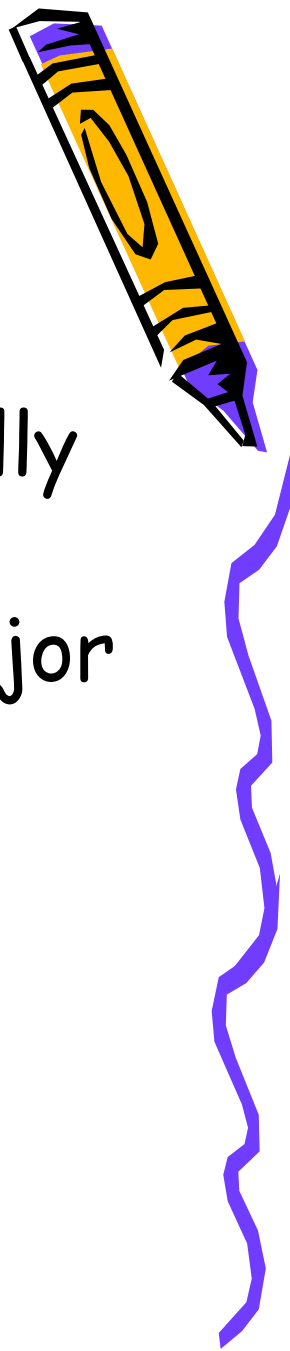
- Children under 5 remain particularly vulnerable to poverty.
- In 2006, children under 5 living in families with a female householder and no husband present experienced a poverty rate of 53.7%, more than five times the rate for children in married couple families.

(US Census Bureau, 2007)



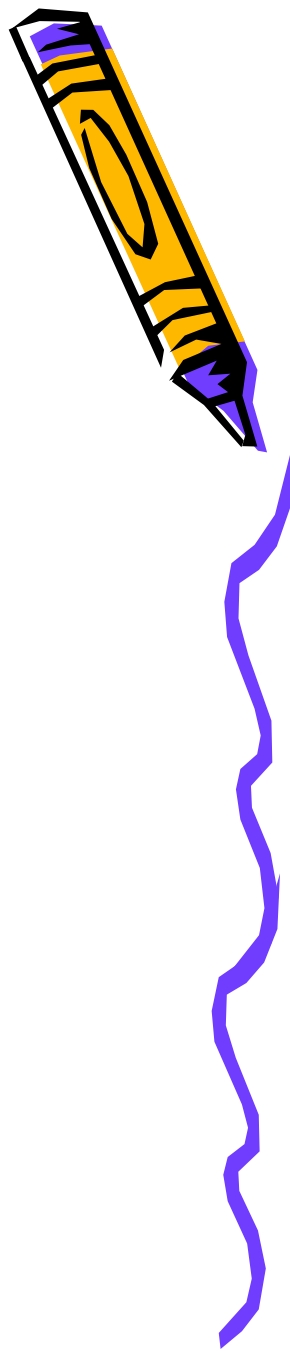
# Poverty Statistics

- The US poverty rate is substantially higher (often two or three times higher) than most of the other major Western industrialized nations.



# What is Poverty?

- Poverty is the extent to which an individual does without resources.
  - Financial
  - Mental
  - Physical
  - Relationships/Role Models
  - Knowledge of Hidden Rules
  - Emotional
  - Spiritual
  - Support Systems



# Resources



## Financial

- Having the money to purchase goods and services

## Emotional

- Being able to choose and control emotional responses without engaging in self-destructive behavior
  - Internal: stamina, perseverance, choices





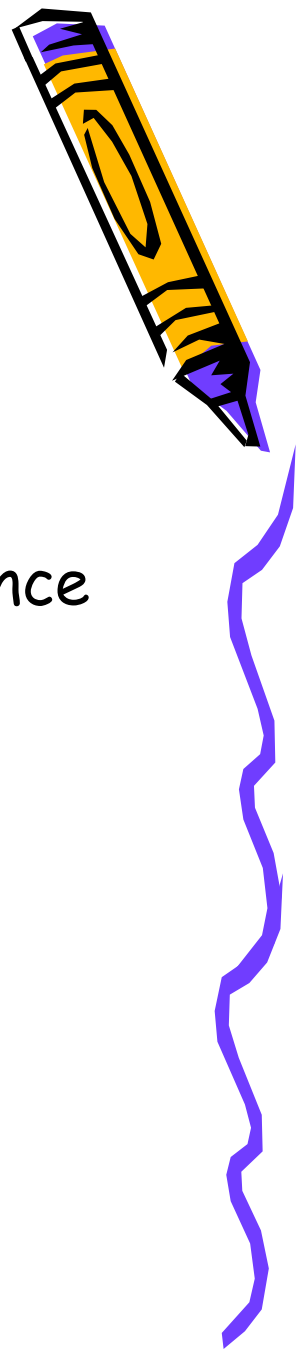
# Resources

## Mental

- Having mental abilities and acquired skills (reading, writing, computing) to deal with daily life

## Spiritual

- Believing in divine purpose and guidance



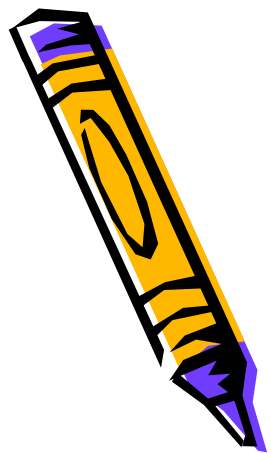
# Resources

## Physical

- Having physical health and mobility

## Support Systems

- Having friends, family, and backup resources available to access in times of need
  - External resources



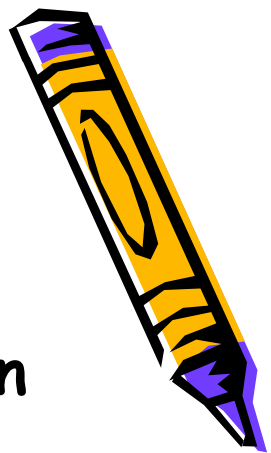
# Resources

## Relationships/Role Models

- Having frequent access to adult(s) who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior

## Knowledge of Hidden Rules

- Knowing the unspoken cues and habits of a group



# Scenarios

John and Adele

Otis and Vangie

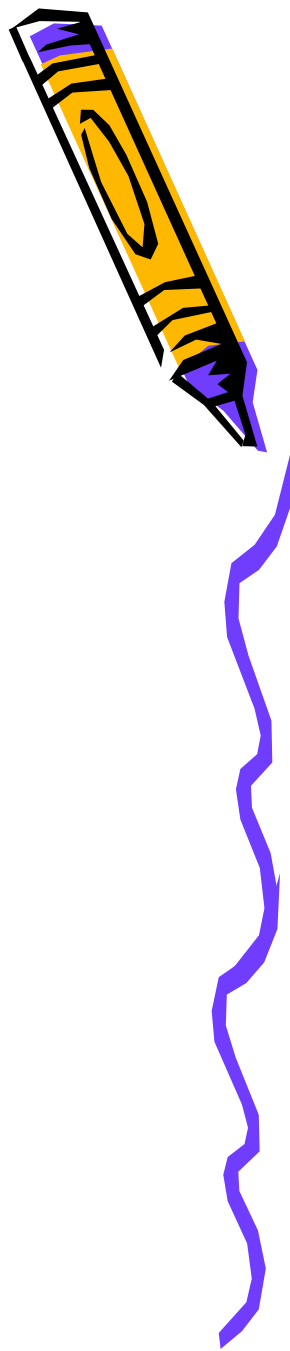
Opie and Oprah

Maria and Noemi

Eileen and Wisteria

Juan and Ramon

Sally and Sueann



# What Does This Mean to Us?



- Resources of students and adults should be analyzed before dispensing advice or seeking solutions to the situation.
  - What may seem to be very workable from a middle-class perspective may be virtually impossible for those in poverty.
- Educators have tremendous opportunities to influence some of the non-financial resources that make such a difference in students' lives.
  - It costs nothing to be a good role model.





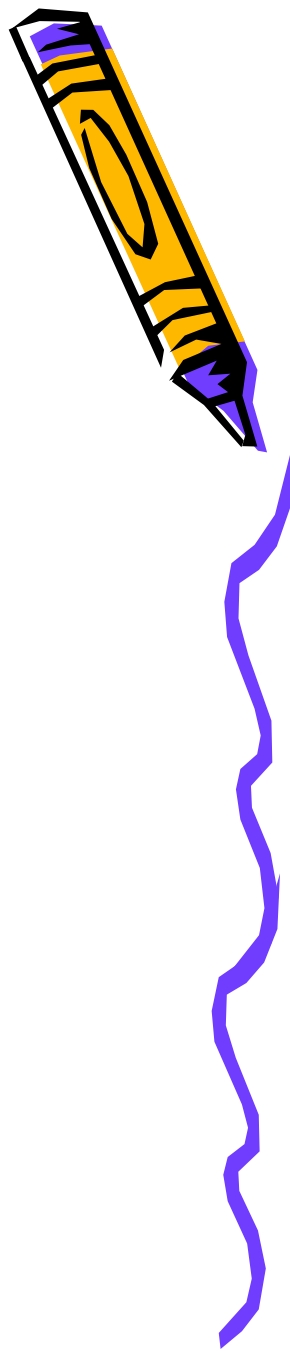
# Role of Language and Story

A Framework for  
Understanding Poverty

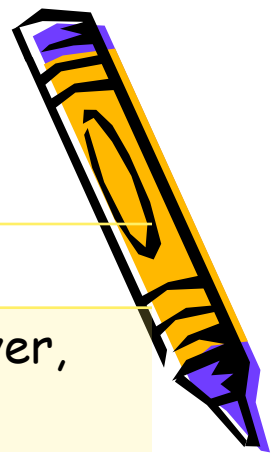


# Aspects of Language

- Registers of Language
- Discourse Patterns
- Story Structure



# Registers of Language



Register	Explanation
Frozen	Language that is always the same. The Lord's Prayer, wedding vows, etc...
Formal	The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choice.
Consultative	Formal register used in conversation. Discourse pattern not quite as direct as formal register.
Casual	Language between friends; characterized by a 400-800 word vocabulary. Word choice general and not specific. Conversation dependent upon non-verbal assists. Sentence syntax often incomplete.
Intimate	Language between lovers or twins. Language of sexual harassment.

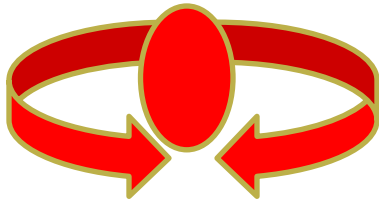




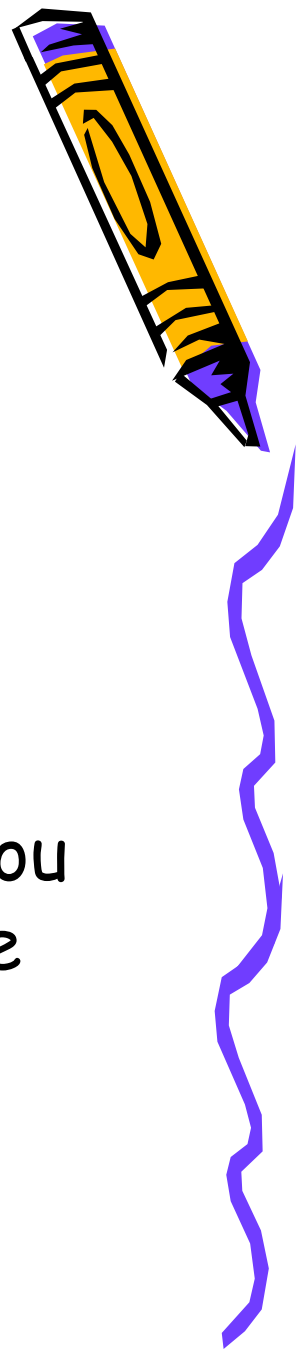
# Discourse Patterns in Formal and Casual Register



- Formal
  - Pattern to get straight to the point
- Casual
  - Pattern is to go around and around and finally get to the point



# Language Acquisition in Primary and Secondary Discourse



- Primary discourse
  - first language you learn
- Secondary discourse
  - language of the larger society that you must be able to use to function in the larger society



# Acquisition vs Learning



## Acquisition

- best and most natural way to learn language
- immersion in and constant interaction with the language
- can only occur if there is a meaningful relationship

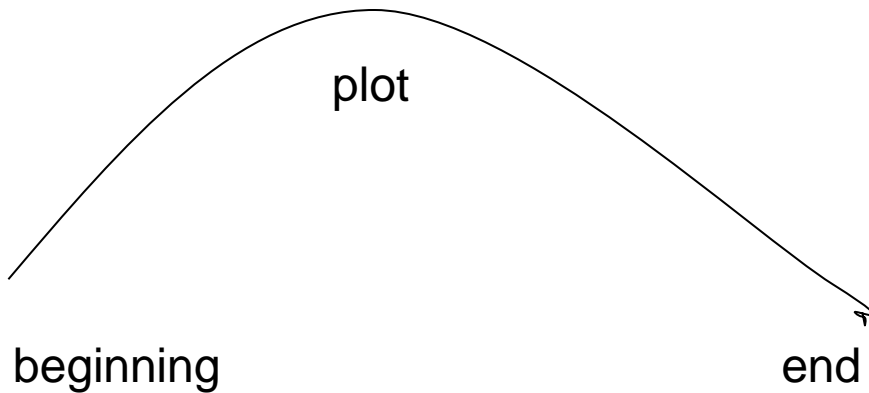
## Learning

- direct teaching of the language
- more metacognitive level

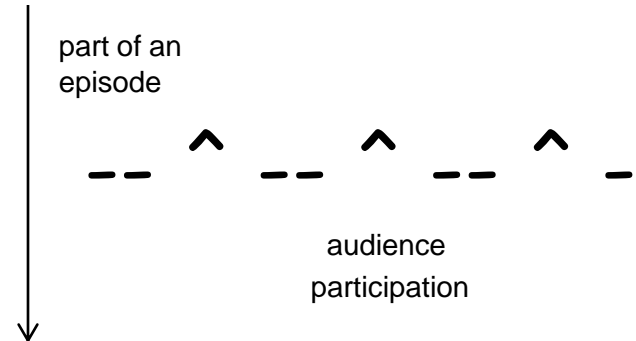


# Story Structure

## Formal Register



## Casual Register



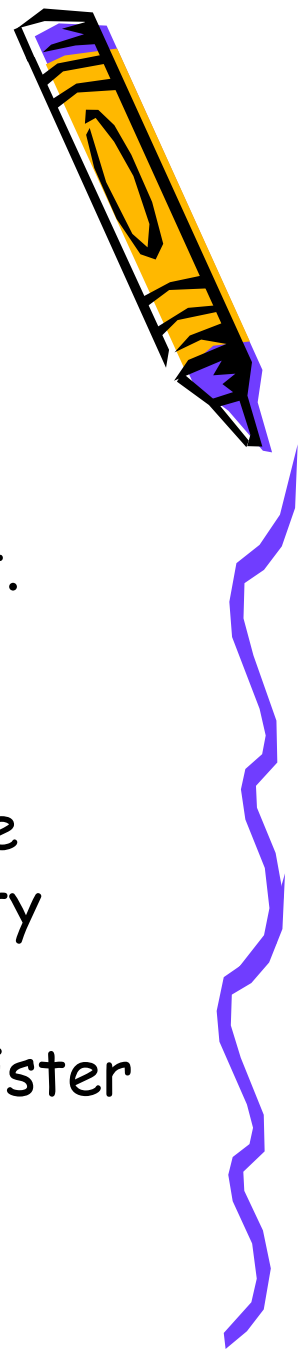
# What Can Educators Do To Address Casual Register, Discourse, and Story Structure?



- Have Ss write in casual register and translate into formal register.
- Establish that Ss learn how to express their displeasure in formal register and not receive consequences from discipline plan.
- Use graphic organizers to show patterns of discourse.
- Tell stories using both formal and casual register. Talk about both types of story structure and why each is beneficial.
- Encourage participation in writing and telling of stories.
- Use stories in all content areas to develop concepts.
- Make up stories with Ss that can be used to guide behavior.



# What Does This Information Mean in the School or Work Setting?



- Formal register needs to be directly taught.
- Casual register needs to be recognized as the primary discourse for many students.
- Discourse patterns need to be directly taught.
- Both story structures need to be a part of classroom instruction.
- Discipline that occurs when a student uses the inappropriate register should be an opportunity for instruction in the appropriate register.
- Student need to be told how much formal register affects their ability to get a well-paying job.





# Hidden Rules Among Classes

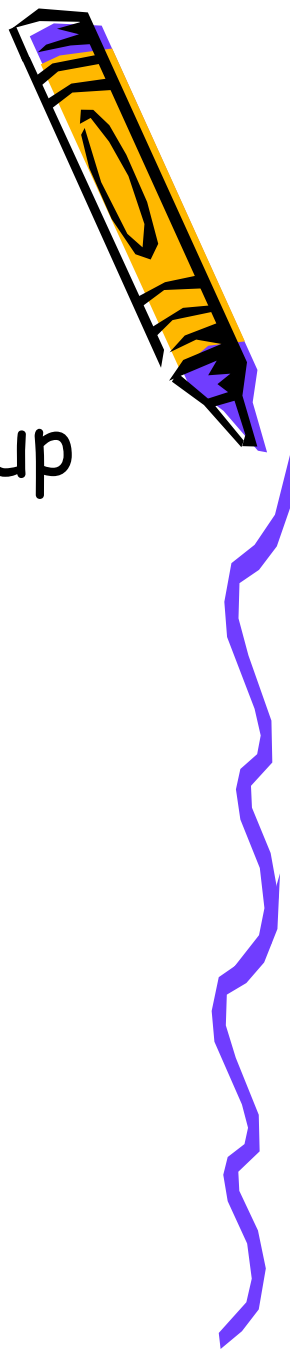
A Framework for  
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# Hidden Rules

- Unspoken cues and habits of a group

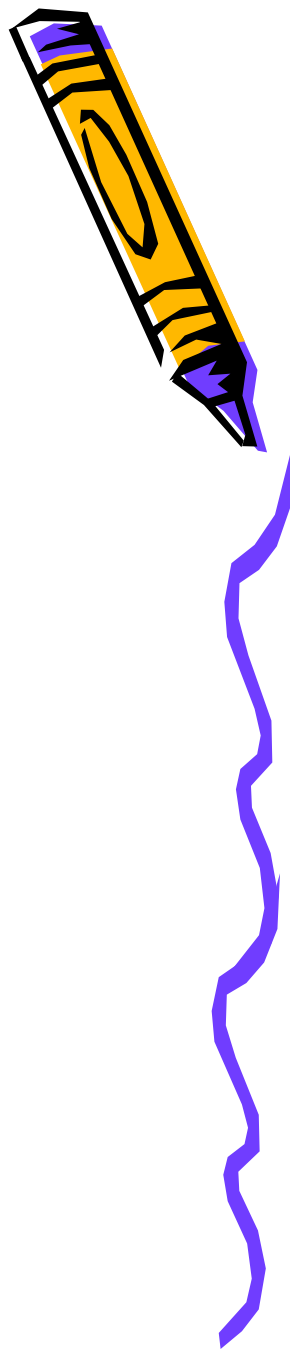
Quiz





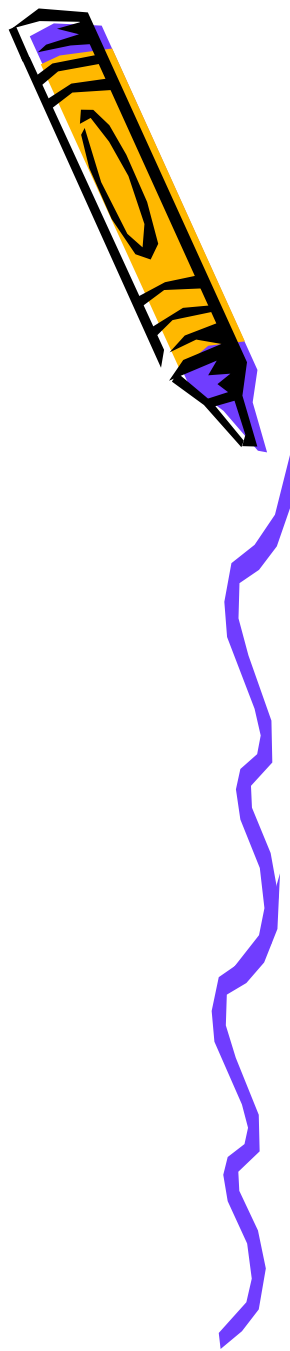
# Hidden Rules

- What did you learn?



# Hidden Rules

- Refrigerator
- Fights
- Money
- Tools
- Introductions
- World view



# Hidden Rules: Education

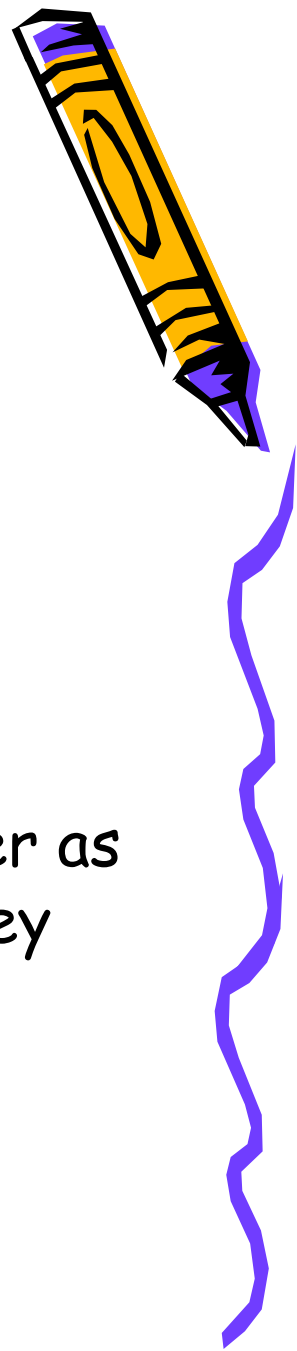
"The one deep experience that distinguishes the social rich from the merely rich and those below is their schooling, and with it, all the associations, the sense and sensibility, to which this education routine leads throughout their lives.

As a selection and training place of the upper classes, both old and new, the private school is a unifying influence, a force for the nationalization of the upper classes."

(C. Wright Mills, *The Power Elite*)



# Hidden Rules



- Assumptions made about an individual's intelligence and approaches to school and/or work may relate more to their understanding of hidden rules.
- Students need to be taught the hidden rules of the middle class
  - Not as a denigration of their own but rather as another set of rules that can be used if they so choose.



# Hidden Rules



- Many of the attitudes students and parents bring with them are an integral part of their culture and belief systems.
  - Middle class solutions should not necessarily be imposed when other more workable solutions might be found.
- An understanding of the culture and values of poverty will lessen the anger and frustration that educators may periodically feel when dealing with these students and parents.



# Hidden Rules



- Most students in poverty do not know that they are poor, even when they're on welfare.
- Most wealthy adults do not believe that they are wealthy; they usually cite someone they know who has more than they do.

